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Health and Personal Life Skills 7



Learning Facilitator's Manual

Module 4: Body Knowledge and Care



Alberta
EDUCATION

Note

This Health and Personal Life Skills Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Health and Personal Life Skills 7
Learning Facilitator's Manual
Module 4
Body Knowledge and Care
Alberta Distance Learning Centre
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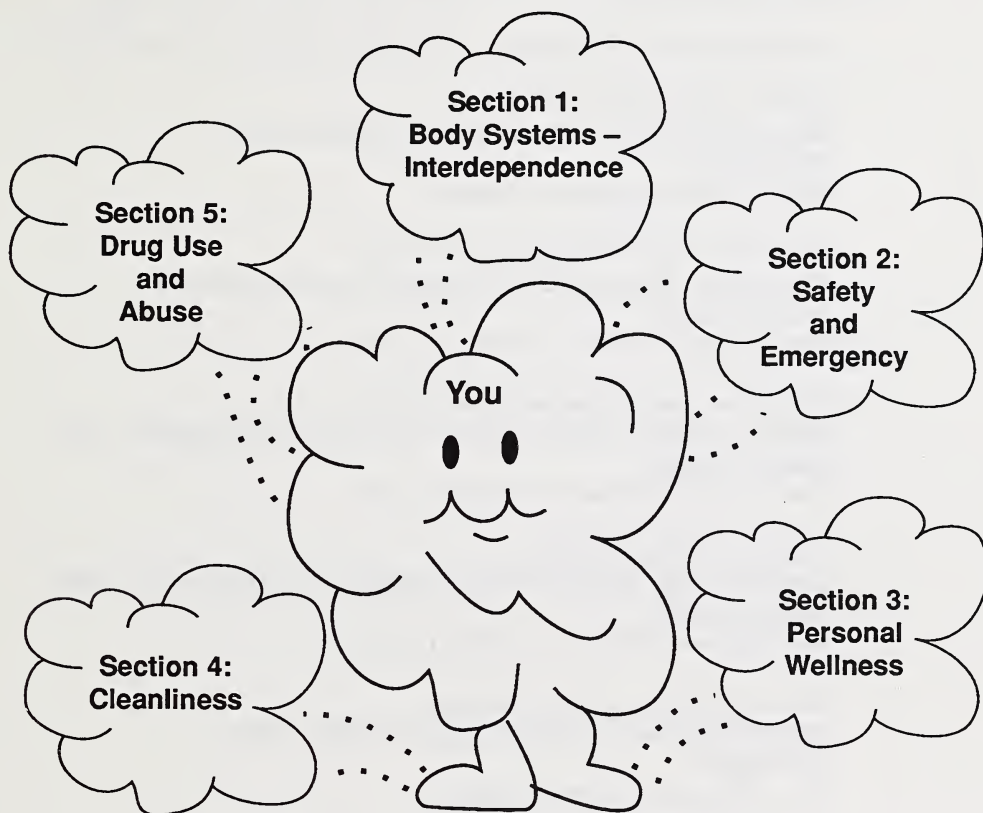
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Module 4: Body Knowledge and Care – Overview

This module focuses on knowing about the body and caring for it to keep it functioning properly. In order to be winners, students must learn to be responsible for making wise decisions about their personal health and safety.



Evaluation

The evaluation of this module will be based on five section assignments.

Section 1 Assignment	30%
Section 2 Assignment	20%
Section 3 Assignment	18%
Section 4 Assignment	16%
Section 5 Assignment	<u>16%</u>
TOTAL	100%

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme IV – Body Knowledge and Care – at the Grade 7 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre, unless otherwise specified.

- *AADAC Quick Facts Pamphlet*
- *Alcohol: Facts, Myths and Decisions*
Pleasantville, New York: Sunburst Communications, 1976.
(filmstrip kit)
Note: also used for Grade 8 – Theme IV
- *Choices for Living 7, Teacher Resource Guide*
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.
(teacher resource)
Note: also used for Grade 7 – Themes I, II, III
- *Discovering Yourself, Teacher Resource Book*
Doherty, Maryanne. Toronto Ontario: GLC/Silver Burdett Publishers, 1986.
(teacher resource)
Note: also used for Grade 7 – Themes, I, II, III
- *Lifestyle 1 Teacher's Guide*
Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.
(teacher resource)
Note: also used for Grade 8 – Themes I, II, III
- *Marijuana Bulletin: A Research Update*
Pleasantville, New York: Sunburst Communications, 1980.
(filmstrip kit)
Note: also used for Grade 8 – Theme IV
- *Teen Action, Grade 7*
Edmonton: AADAC, 1986.
(student booklet)
- *Teen Action, Grade 7*
Edmonton: AADAC, 1986.
(teacher resource)

- *Teens and Alcohol Series*

Edmonton: ACCESS Alberta and AADAC, 1984.

Series BPN VC 257001/02/03 available from ACCESS Network Media Resource Centre.

Series includes three video programs (20 minutes each) and a teacher's guide:

- Attitudes and Values
- Adolescents, Alcohol and Approaches
- Skills

Note: also used for Grade 8 – Theme IV

Section 1: Body Systems – Interdependence

Key Concepts

- nature of human growth
- interdependence of major body systems
- maintenance of body systems

Section 1 presents information about five of the body's systems:

- the digestive system
- the endocrine system
- the respiratory system
- the circulatory system
- the brain and nervous system

It does not cover the reproductive system, which is dealt with in Module 5.

The section is intended to increase the students' knowledge of each of the systems and to emphasize the importance of maintaining them. Especially important is the concept of interdependence of the body systems.

Teaching Suggestions

- Have the students participate in a game or activity that stresses the importance of interdependence and cooperation. Examples of games might include tug-of-war, baseball, or any other team sport. Another idea would be to have the students complete a project together. Relate the game or activity to the concept of interdependence of the body systems.
- Discuss the importance of commitment to a team. This discussion should then be related to the interdependence of body systems.
- Use puzzles. Make an enlarged drawing of any of the body systems, cut it up, and then see if the students can piece it together.
- Encourage local health personnel, such as doctors, nurses, pharmacists, mental health officials, and paramedics, to visit the classroom.
- Group work is especially valuable whenever appropriate. By working together, students can create displays featuring body systems and can research the systems or factors affecting the systems.
- Work with students to develop case studies about ways in which people abuse the body systems or about ways people can work to keep their body systems healthy.
- Use brochures available from local Boards of Health in bulletin board displays, or have students write to request information and then create the displays themselves.

Section 1: Activity 1

1. Read the section “The Digestive System” on pages 95 and 96 of your textbook. Then fill in the following blanks with the word(s) that best complete(s) each sentence.
 - a. In your digestive system the first base player is your *teeth or mouth*. The teeth must *chew* the food.
 - b. The job of the salivary glands is to *change food into a form that can be used by your body*.
 - c. The job of the esophagus is to *push the food along to your stomach*.
 - d. The stomach is second base in this comparison between your digestive system and a baseball game. The stomach’s job is to *mix food with gastric juices*.
 - e. The *small and large* intestines have to work in a certain order. Together they play third base. The small intestine has the responsibility of *absorbing nutrients*. The large intestine must *absorb water and store waste*.
 - f. The digestive system is busy changing the food you eat into *useful substances*. Carbohydrates, for example, provide you with the energy that you need to do your daily activities.

2. Complete the following chart by writing the functions of each nutrient. Use your own words to answer.

Nutrient	Function
Carbohydrates	<ul style="list-style-type: none"> • provide the body with energy
Fats	<ul style="list-style-type: none"> • <i>help cells grow</i> • <i>store energy</i> • <i>insulate</i> • <i>hold organs in place and protects them</i> • <i>source of vitamins</i>
Protein	<ul style="list-style-type: none"> • <i>builds body tissue</i> • <i>repairs body tissue</i> • <i>produces hormones and enzymes</i>
Vitamins and Minerals	<ul style="list-style-type: none"> • <i>control body's chemical processes</i>
Water	<ul style="list-style-type: none"> • <i>helps to carry other nutrients for the body's use</i> • <i>required for all processes that occur within the body</i>

3. Complete the following chart. In the **Food** column, list all the foods you ate today. In the **Food Group** column, write the name of the food group to which the food belongs. Look at the example provided for you.

Food	Food Group
apple	fruits and vegetables

Student answers will vary. Emphasize the importance of eating a balanced diet.

4. a. From which food group do you need to select more foods to balance your diet?

Answers will vary, but fruits and vegetables will likely be mentioned most often.

- b. What kinds of foods do you need to eat less?

The most common answer will likely be breads and cereals.

5. What kinds of foods are the worst for your teeth? Why?

Sticky foods, candy, sugary foods, and pop are the worst foods for your teeth. These foods stick to your teeth and create an environment that allows the bacteria in the mouth to react with these foods. This causes cavities.

6. If you are in a situation where you cannot brush your teeth, what should you do?

If you cannot brush your teeth, rinse your mouth with water.

7. a. Look more closely at the information about flossing teeth on page 113 in your textbook. Do you floss your teeth correctly?

Yes or no.

- b. If not, what do you need to change?

Answers will vary. Some possibilities are "hold floss more tightly" and "make sure to floss on both sides of each tooth."

Section 1: Activity 2

1. *H* stands for the hypothalamus. Its function is *to release hormones and regulate appetite, body temperature, waking, and sleeping.*
2. *P* stands for the pituitary gland. Its function is *to produce hormones for growth and send hormone messages to other glands.*
3. This *P* stands for the parathyroid glands. What do the parathyroid glands do?

They control the amount of calcium in the body.

4. *T* stands for the thyroid gland. What is the function of the thyroid gland?

The thyroid gland controls the rate at which the body cells work (metabolic rate).

5. *A* stands for the adrenals. What is their function?

The adrenals cause your body to react when you are surprised, frightened, or threatened.

6. This *P* represents the pancreas. In your own words explain the function of the pancreas.

The pancreas produces insulin which regulates the level of sugar in the blood.

7. a. Using the first letters of each part of the endocrine system, invent a word that will help you remember the parts of the endocrine system.

A good example is HPPTAP.

- b. Explain briefly and in complete sentences how you invented your word.

The students could indicate that they derived HPPTAP by taking the first letter of each of the glands in the endocrine system and arranging them to form their word. Students' answers will vary and you may find many interesting and unique words.

Section 1: Activity 3

1. List the parts of the respiratory system that start with the following letters.

Nose

Lungs

Bronchi

Alveoli

Diaphragm

Mouth

Trachea

Bronchioles

Hear

2. Now, see if you can find the words you have listed in Question 1 in the following word find puzzle. The words may appear horizontally, vertically, diagonally, backwards, or forwards. Some letters may be used more than once. When you find a word, circle it.



3. Define the following terms in your own words.

- a. Inspiration: *inhaling air through the nose and mouth*
- b. Expiration: *breathing air out*

Expiration occurs when the diaphragm relaxes and air within the lungs is released.

4. What is the function of the cilia?

Cilia clean the air and remove dust.

5. Why do you think people start smoking?

Some reasons why people start to smoke might include curiosity, peer pressure, wanting to fit in with friends, having parents who smoke, and thinking that it is "cool" to smoke.

6. If you smoked a pack of cigarettes per day at the current price, it would cost you over \$1000 a year to smoke. What would you have to do to earn \$1000 a year?

Student answers will vary. Some acceptable answers would be to work at odd jobs for 225 hours, baby-sit for 400 hours, or mow 250 lawns.

7. If you had \$1000 a year, what would you spend it on instead of cigarettes?

Student answers will vary. Students may mention that they would buy a mountain bike, clothing, skis, or a computer. Other ideas would include using the money to travel or saving it for something the students would want in the future, such as a car or a university education.

8. What else might put stress on your respiratory system?

Student answers will vary. Some possibilities are smoking marijuana, inhaling second-hand smoke, eating improper foods, or not getting enough exercise.

Section 1: Activity 4

1. Healthy blood is made up of three parts. What are they?

The three parts of healthy blood that should be mentioned are

- *plasma*
- *red blood cells*
- *white blood cells*

2. List three activities in which you could participate to help your heart and lungs.

Students should list examples of work, play, or recreation that would speed up the heartbeat and exercise the lungs.

Section 1: Activity 5

1. List the three main responsibilities of the medulla.

The medulla

- controls the heartbeat
- controls the size of blood vessels
- controls the nerve impulses that stimulate breathing

2. What is the function of the cerebellum?

The cerebellum controls muscle coordination and balance.

3. In your own words describe the role of the midbrain.

The midbrain is a relay centre for some seeing and hearing reflexes.

4. Put your thalamus to work. Make a list of three things that you need to do today.

Student answers will vary. Discuss whether or not they have trouble remembering some things, like school assignments, but no trouble remembering others, like songs. Ask the students why they think there might be a difference.

5. What are three functions of the cerebrum, the largest part of the brain?

The cerebrum is responsible for thinking, reasoning, and learning.

Section 1: Follow-Up Activities

Extra Help

1. Two significant body systems are the digestive system and the endocrine system. Determine which system each of the following body parts belongs to by writing D for the digestive system or E for the endocrine system on each blank.

Digestive (D)	<u> D </u>	Salivary Glands
Endocrine (E)	<u> D </u>	Large Intestine
	<u> E </u>	Pituitary
	<u> E </u>	Parathyroid
	<u> D </u>	Esophagus
	<u> D, E </u>	Pancreas
	<u> E </u>	Thyroid
	<u> E </u>	Adrenals
	<u> D </u>	Stomach
	<u> D </u>	Teeth
	<u> D </u>	Small Intestine
	<u> E </u>	Hypothalamus

2. Take the following parts of words, and put them together to make words. Each word that you make should be a part of the respiratory system.

lu	alv	se	chea
eoli	chi	th	hea
no	mou	tra	rt
ng	dia	bron	phragm

Write the eight words that you formed on the following lines.

- | | |
|------------------|--------------------|
| • <i>lung</i> | • <i>mouth</i> |
| • <i>alveoli</i> | • <i>heart</i> |
| • <i>nose</i> | • <i>diaphragm</i> |
| • <i>trachea</i> | • <i>bronchi</i> |

3. What three main jobs does the blood do in your body?

The blood

- *transports oxygen to the body cells*
- *transports food to the body cells*
- *removes waste from the body cells and carries it to the kidneys*

4. What carries blood to the heart?

Veins carry blood to the heart.

5. What carries blood away from the heart?

Arteries carry blood away from the heart.

6. Match each part of the brain to the function it performs or to the appropriate characteristic. Write the correct part of the brain in the blank.

medulla	<u>cerebrum</u>	largest part of the brain
cerebellum	<u>cerebellum</u>	coordinates muscles
cerebrum	<u>medulla</u>	controls the heartbeat

Enrichment

Part A

1. Draw an outline of the human body. Inside the outline, sketch one or more of the body systems and label each part of the system(s).

This is not an art activity. As you discuss the students' drawings with them, have the students demonstrate their understanding of what they have drawn.

Part B

2. Several years ago *Reader's Digest* printed a very popular series about the human body. The series was called "I Am Joe's..." and each article featured a different system or organ. One article, for example, was called "I Am Joe's Kidney."

Each article was written as if the specified part of the body was actually speaking to the reader, and that body part told all about what it did, why it was important, what might go wrong with it, and so on.

Imagine that *Reader's Digest* has just asked you to be a guest writer for that series. Choose any body part or system you like, and write an article.

Students' articles will vary greatly. Some things to look for include:

- *evidence of use of the textbook or module booklet*
- *additional information from other references*
- *creative ideas, use of humour, etc.*
- *coverage of topics such as*
 - *factual description of the system*
 - *purpose of the system*
 - *how to care for the system*
 - *potential dangers to the system*

Section 1 Assignment

- Using the chart provided, state the four most important facts that you think should be remembered about each of the body systems listed. In the case of the respiratory system, you only need to state two important facts. Your answers might include important information about each system, or ways a person can keep each system working properly.

The students' answers may include those given on the following chart, but other responses are possible.

System	Important Facts to Remember
Digestive System	<ul style="list-style-type: none"> Processes of the digestive system change food so it can be used by your body. Saliva helps make it possible for food to move down the esophagus. The small intestine absorbs the nutrients your body needs and passes on the rest. Eat the right foods by following Canada's Food Guide.
Endocrine System	<ul style="list-style-type: none"> This system controls the body's balance of minerals, especially calcium. Adrenals control the use of nutrients in the body and the reflex that prepares the body to defend itself against danger. The pancreas produces insulin which controls the body's blood sugar level. The endocrine system regulates body temperature, growth, and metabolic rate.
Respiratory System	<ul style="list-style-type: none"> Do not smoke. When people inhale they take in oxygen needed for cellular activity. When people exhale they breathe out carbon dioxide, the waste product of cellular activity.

System	Important Facts to Remember
Circulatory System	<ul style="list-style-type: none"> • <i>This system carries food to the body cells and removes the cells' waste products.</i> • <i>The white blood cells help fight infections.</i> • <i>The red blood cells carry oxygen from the lungs to the body cells and carry carbon dioxide from the body cells to the lungs.</i> • <i>Blood enters the heart through veins and leaves through arteries.</i>
Brain and Nervous System	<ul style="list-style-type: none"> • <i>The brain is the manager of the body.</i> • <i>The brain regulates heartbeat and breathing.</i> • <i>Muscles are coordinated by the cerebellum.</i> • <i>To care for the system, get plenty of rest and reduce the stress in your life.</i>

2. Design a poster that emphasizes one thing a person could do to protect any one of the body systems you have studied in this section. If you need more space, you may use your own paper and then attach your poster to the response page. You might want to look at illustrations in your textbook or in magazines to get some ideas. (Please note that this poster assignment cannot be faxed.)

Students' posters will vary greatly. Look for neatness, use of pictures or drawings, quality and appropriateness. Has the student emphasized a strong positive, protective message? Is it catchy? Is the project original?

Section 2: Safety and Emergency

Key Concepts

- emergencies
- emergency procedures
- personal safety
- applying safety and emergency procedures to baby-sitting

As the students work through this section, they will learn more about what is important to remember when dealing with emergency situations. They will also relate these ideas to the role of a baby-sitter. Baby-sitting is a job which demands responsible behaviour. There are certain steps that must be followed in dealing with emergency situations that could arise while baby-sitting.

If any students have been involved in an emergency or an abuse situation that resulted in a death or long-term disability, they may find it very hard to complete this section. In most other cases students will like to talk about emergency situations, especially if they have ever been able to help out.

Teaching Suggestions

Students could be encouraged to compose and analyze case studies pertaining to safety and emergencies.

Some useful teaching resources for this section are

- *The Babysitter Course Instructor's Manual*, Red Cross. Revised 1978. Edited by Nancy Kennedy. ISBN #0-92854-13-1.
- *The Babysitter Student Manual*, Red Cross Youth.
- *Fire Safety Hints for Babysitters*, Alberta Labour General Safety Services Division, Fire Prevention Branch, 1707-22.

Section 2: Activity 1

1. Look at each of the following pictures and decide whether or not an emergency situation exists.



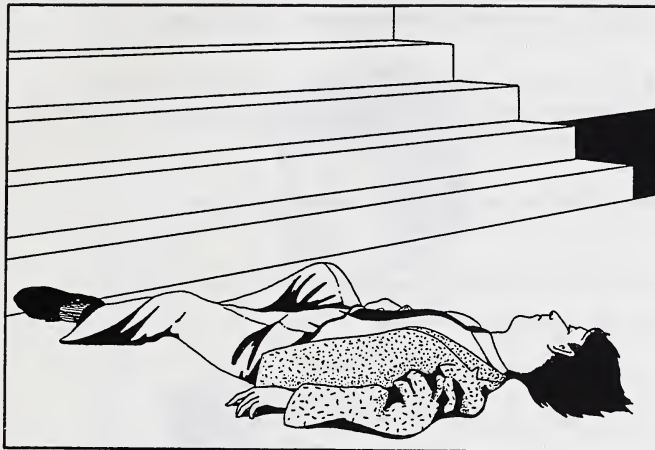
- a. Is this an emergency?

Yes ☐ No ☐

If you consider this an emergency situation, state (in order) the first three things you would do.

If the students consider this situation to be an emergency, they should mention the following things:

- *Look at the situation and assess its seriousness. Determine if the victim is in danger.*
- *Decide what is important to do. Try to stop the severe bleeding by using any clean cloth to place over the bleeding arm and applying direct steady pressure.*
- *Devise a plan of action. Send for help. Replace the cloth as it becomes saturated with blood.*



- b. Is this an emergency?
Yes ☐ No ☐

If you consider this an emergency situation, state (in order) the first three things you would do.

If the students consider this situation to be an emergency, they should do the following things:

- *Look at the situation and make an assessment. Determine if the victim is in danger.*
- *Decide what is important to do. Check if the victim is breathing.*
- *Devise a plan of action. Do not try to move a victim who is seriously injured. If the victim is not breathing, apply artificial respiration. Send for help.*

Teaching Suggestions

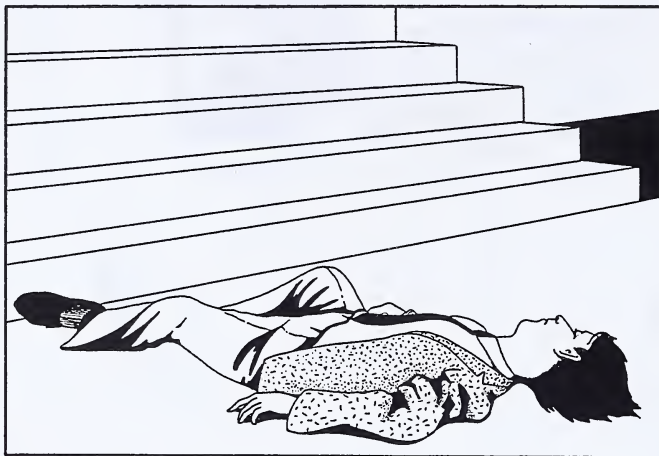
Stress to the students that assessing the situation is very important. You may ask them why this is so. In the discussion point out that greater harm could be done to emergency victims if they are moved or handled in the wrong way.

2. In your own words explain what you think an emergency situation is.

Students' answers will vary, but their definitions should be similar to this one:

An emergency is a situation that is dangerous and could cause injury or even death. One has to act quickly in emergency situations to prevent harmful results.

3. Look at the two pictures again, and answer the following questions.



- a. Is this an emergency? Yes ☐ No ☐ Why?

The incident depicted in this picture would be an emergency situation if

- *the victim at the bottom of the stairs was not breathing*
- *the person had a broken limb*
- *the person did not get up quickly*

Teaching Suggestions

Talk to your students about the importance of keeping things picked up off the floor in order to avoid potential accidents.



- b. Is this an emergency? Yes ☐ No ☐ Why?

It would be hard to know how much blood was lost, but you can assume that it is a lot since the diagram indicates severe bleeding. Stitches would be required to close the opening. The arm might be broken as well.

Teaching Suggestions

You may wish to discuss with your students the technique of putting another cloth on top of the one that is already soaked with blood.

- c. Did either of your answers change? If yes, explain why.

Look for reasonable explanations from the students.

4. What three things should you do immediately if you encounter an emergency? Answer using your own words.
 - *Look at the situation. Think about the victim and yourself. Is either one of you in danger?*
 - *Determine what is most important to do. Do you need to remove the victim and yourself from danger? Is the victim breathing? If not, attend to the victim immediately and send for help.*
 - *Determine what your plan will be.*
5. You never know when an emergency situation will occur. You may be the only one who can respond quickly and provide care. However, if you could have someone with you to help provide care in an emergency situation, who would you want that person to be?

This person could be someone with common sense or someone who is a nurse or a doctor or anyone who has a medical background.

Section 2: Activity 2

1. What makes you think this person would be a good helper in an emergency situation?

Some of the listed characteristics might include

- *intelligence*
- *knowledge of first aid*
- *knowledge of where first-aid equipment is located and how to use it*
- *the ability to stay cool and calm in a crisis*
- *physical strength and speed*
- *experience in dealing with crisis situations*

2. What personal strengths do you have that would help you to react sensibly and responsibly in an emergency situation? List three.

Sometimes teens have more strengths than they are aware of. The students could talk about the strengths that they see in others, such as

- *level-headedness*
- *mental preparedness*
- *strength*

3. In your own words write what you would do to provide immediate care for a person who was in the following situations.

These situations were selected to be the basis for meaningful discussions. A wide range of answers is likely.

- a. *If a person were burned, I would move the person away from the fire or put the fire out. If it were a grease fire, I would add baking soda or put the lid on the pan. If the victim's clothes were on fire, I would smother the flames by rolling the victim in a rug or blanket. I would not remove any clothing from the burn or apply anything to the burn. I would get medical help immediately.*
 - b. *If a person were having a seizure or a convulsion, I would try to prevent the person from falling by catching the person. I would lay the victim gently down, and turn the victim's head to one side. I would make sure the victim remained lying down for a while afterward.*
 - c. *If a person were poisoned, I would try to determine what the person swallowed. I would call a poison control centre for information about how to treat the victim. Inducing vomiting is not always helpful and is sometimes even harmful. If the victim was taken to the hospital, I would make sure that the poison container was taken along.*
 - d. *If a person were choking, I would not allow the person to be alone. At a dinner table people who choke often get up and run away. I would try to dislodge what the victim is choking on by giving the victim four sharp blows between the shoulder blades with the heel of my hand. If the victim's breathing stopped at any time, I would apply artificial respiration.*
4. What could you do to better prepare yourself, just in case you ever have to face an emergency situation alone?

Students should have answers similar to these:

- *Take a first-aid class or farm safety course.*
- *Read materials dealing with emergency situations.*
- *Take a CPR class.*

5. In your own words describe the symptoms of shock.

Shock symptoms may include paleness, feeling faint, perspiring, weak and rapid pulse, and cold and damp skin.

Teaching Suggestions

You might consider having your students practise how to care for a person who is in a state of shock. Have them act out the WARR steps (warmth, air, rest, and reassurance).

6. One more thing that will help you be prepared is to know the phone numbers of emergency response groups. Find the following emergency phone numbers:

Emergency Phone Numbers	
Fire Department:	_____
Police:	_____
Ambulance/Paramedics:	_____
Hospital:	_____
Doctor:	_____
Poison Centre:	_____
Nearest Neighbour:	_____
Other Important Numbers:	_____

The name and number of someone in your area who offers first-aid training:	

Phone numbers and names will vary, of course, depending on each student's area.

7. Read the following case study about abuse, and then answer the questions which follow.

Case Study: Nadia

Nadia would often lie awake at night and listen to her mother and father argue. Sometimes the arguments got so loud and angry that Nadia would get quite scared. Nadia was afraid that her father might hurt her mother so badly that her mother would have to go to the hospital or that she would leave home. Nadia often thought about running away herself.

Occasionally, Nadia's father would get so angry that he would punch holes in the walls of the house. Sometimes he would throw furniture and other things around. At these times Nadia would hide, but sometimes her father would come looking for her, find her, and then hit her so hard that the bruises would last for weeks.



- a. How do you think Nadia felt when her father got so angry?

Answers will vary. Nadia might have felt sad, hurt, depressed, confused, or afraid.

- b. What could Nadia or her mother have done when the father got so angry?

They could have hidden, run for help, or gone to a neighbour's house. Student answers will vary.

- c. If Nadia were your friend, what do you think you might be able to do to help her?

Answers might include giving her a place to stay, calling the police, taking her to see someone at school (a teacher or counsellor), contacting Social Services, or taking her to see a doctor.

- d. People who are the victims of abuse need help. Any person who knows that another person is being abused must report the abuse to someone who can help. That is the law in Canada.

Make a list of people or groups who might be able to help someone who is being abused.

Some possibilities are

- *police*
- *doctors*
- *clergy members*
- *other parents*
- *teacher*
- *counsellor*

- e. Nadia's father needs help, too. People who abuse others often were abused themselves when they were young. Who might be able to help Nadia's father with his problem?

Nadia's father could get help from a doctor, a social worker, or a mental health worker.

8. In the following space write the phone numbers of any other people in your area who could help with abuse situations. These may include social service agencies, the Mental Health Association, local churches, doctors, hospitals, health clinics, and the police.

Phone numbers will vary depending on the area in which the students live.

Teaching Suggestions

There is evidence of abuse in every community. The topic of abuse must be treated with a great deal of sensitivity.

A good introduction to the topic is Suzanne Vega's song "Luca." Discuss the lyrics with your students. The song is about a girl who lives on the second floor of a building. She makes comments about crying in the middle of the night and having a black eye. There is one line, "They only hit until you cry," that you may wish to discuss with your students.

Another song about child abuse is Pat Benatar's "Hell Is for Children." Perhaps students will know of other songs about child abuse that could be discussed in the class.

As a learning facilitator, you are reminded to preview all materials used in class, and/or check with your principal or school board regarding controversial materials.

Section 2: Activity 3

1. a. Do you see anything wrong with this situation? Yes ☐ No ☐

The students should reply "yes."

b. List three things that the baby-sitter did wrong. Answer in complete sentences.

- *The baby-sitter neglected his responsibility and spent too much time on the phone.*
- *He forgot why he was hired.*
- *The baby-sitter did not talk to the child to make the child feel comfortable.*
- *He did not lock the door.*

2. What should you do next?

Talk with the child about the stuffed animal. Make up a story about the animal. Ask the child "What do you want to do?"

3. How would you respond? Circle the appropriate letter to indicate your response.

- a. "Mrs. Wetherby is busy and cannot come to the phone right now. May I take a message?"
- b. "Mrs. Wetherby is out of the house and will not be back for three hours."

Students should choose the first response (a).

4. Think of and write another appropriate telephone response.

- *"May I take your phone number?"*
- *"Would you like to leave a message?"*

5. What kinds of toys do children usually bring to you when you are baby-sitting? If you do not have an opportunity to baby-sit, think about the children of relatives or friends who come to visit you in your home. What kinds of toys do they like? List two. Also indicate the ages of the children who like these toys.

Answers will vary, but some examples are

- *soccer ball – 6 years old*
- *a book – 3 years old*

6. List three games that you could play with children whom you baby-sit, and indicate the approximate ages of the children who would like these games.

Answers will vary, but some examples are

- *frisbee – 5 years old*
- *hockey, basketball – 6 years old*
- *jack-in-the-box – 3 years old*

Teaching Suggestions

You may want to have your students create a collage of appropriate activities that could be used for baby-sitting children of specific age groups.

Section 2: Follow-Up Activities

Extra Help

1. Look around your house. What can you see that could cause an emergency situation to arise? List situations that could cause an emergency, and then suggest an appropriate way of reacting to that emergency situation. See the example provided for you.

Potential Emergency Situation	How to Respond to the Emergency
standing too far up on a ladder	<p>If a person fell from the ladder, I would do the following:</p> <ul style="list-style-type: none"> • Check to see what shape the victim is in. • Check to see if the victim is breathing. • If the victim is not breathing, apply artificial respiration. • Send someone for help.
<i>A younger sibling often plays with toys near the stairs.</i>	<p><i>If the child fell down the stairs the students should do the following:</i></p> <ul style="list-style-type: none"> • <i>Assess the situation. Determine what condition the victim is in.</i> • <i>Determine what has to be done. If the child is not breathing, apply artificial respiration. Send for help.</i> • <i>Remain calm and organized.</i>

Students' examples will vary, but the students should respond to emergencies in a pattern similar to the following:

- *Look at the situation and assess its seriousness.*
- *Decide what is the most important thing to do.*
- *Decide on a plan of action.*

2. Ask an adult in your family to help you answer the following questions about yourself.

- a. What were three of your favourite toys when you were a child? Were they safe toys? Discuss with the adult why these toys were your favourites and what age you were when you played with them.

Some possibilities are

- a stuffed animal that you chewed on – 1 to 3 years old
- the blanket in which you wrapped yourself and a doll – 5 years old
- a ball that you rolled, kicked, or caught – 6 to 10 years old

Student answers will vary. These examples would have been fairly safe toys to be playing with.

- b. What were three games you liked to play when you were a child? Were they safe games? Explain.

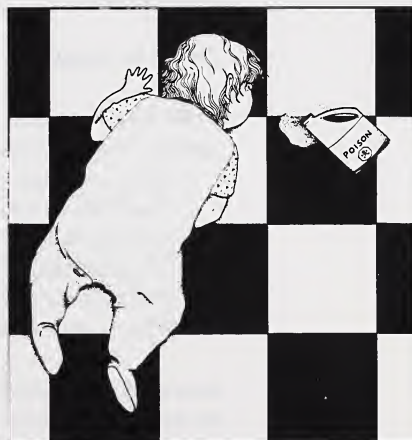
Some possibilities are

- red light/green light
- peekaboo
- hide-and-seek

These games would have been safe. Student answers will vary.

3. State (in order) the first three things you would do if this were an emergency situation.

- Assess the situation, and remain calm and organized.
- Determine if the child is conscious or vomiting.
- Call the nearest poison control centre. This centre will give instructions. Write them down, and follow them carefully. When the victim is taken to the hospital, be sure to take the poison container along. Try to answer the questions that are asked as calmly as possible.



Enrichment

1. A poisonous substance can cause death if used improperly. Most substances around a home are safe if used correctly. Look around your home to find substances that could be poisonous if they were used incorrectly. If you find any such substances, list them in the following space.

Students' answers will vary, but some common household substances that could be harmful if used incorrectly include

- house paint
- wood alcohol
- vitamin pills
- prescription drugs and over-the-counter drugs
- floor and furniture polish
- solvents
- toilet bowl cleaner or other household cleaning products
- pesticides
- cosmetics
- carbon monoxide (exhaust fumes)
- diet pills
- bleach

2. Research what you would do if a child you were baby-sitting swallowed a poisonous substance, such as paint thinner.

The following procedure should be followed to treat a poisoned victim:

- *Remain calm.*
- *Check for breathing. If the victim is not breathing, apply artificial respiration immediately.*
- *Take the poison container with you to the telephone and call the nearest poison control centre. They will ask you questions such as the following:*
 - *What is the age and weight of the child?*
 - *What exactly was swallowed?*
 - *How much of the substance was swallowed?*
 - *When did the child swallow the poison?*
 - *What are the signs or symptoms of the child?*
 - *What is your name, telephone number, and address?*

Answer these questions as calmly as you can. You will be given some instructions. Write the instructions down, and follow them carefully. Do not use the telephone more than is absolutely necessary because the poison control centre may need to call you back. When you have attended to the child's immediate needs, you should call the parents.

Section 2 Assignment

1. Talk to five people, either in person or in a telephone conversation. Ask each person the following questions:

**What was the last emergency situation that you experienced?
How did you react?**

Record the responses on the chart.

Do not state the names of the people to whom you spoke, but do state whether each person was a teen or an adult.

(If, because of your location, you are unable to interview five people, interview as many as you can, and then answer the extra question that follows. If you do interview five people, you do not have to answer the extra question.)

Extra question:

In your opinion what is the most important thing that you should do when faced with an emergency situation? Explain your answer.

Adult	Teen	Emergency	Response
✓		<i>child swallowed cleaning solution</i>	<ul style="list-style-type: none"> • <i>phoned poison control centre</i> • <i>sought medical help</i>
✓		<i>father cut hand while working with a table saw</i>	<ul style="list-style-type: none"> • <i>treated him for shock</i> • <i>took him to the doctor for stitches</i>
	✓	<i>friend fell and twisted knee playing basketball</i>	<ul style="list-style-type: none"> • <i>took the friend to the doctor</i> • <i>had x-rays taken of knee</i>
	✓	<i>while baby-sitting, child cut hand on lid of can</i>	<ul style="list-style-type: none"> • <i>disinfected and bandaged wound</i> • <i>checked to see if the child's tetanus shots were up-to-date</i>
	✓	<i>fell off bike on a trail in the mountains</i>	<ul style="list-style-type: none"> • <i>was helped down the mountain by my friends</i> • <i>was treated for shock</i>

Student answers will vary. The examples in the chart are to be used as a guide only.

If you are required to answer the extra question, write your answer in the following space.

Answers must demonstrate that the students have a strong awareness of emergency procedures. No matter which emergency step the students think is most important, they must support their answers.

2. Assume that you are going to baby-sit a small child. Write a paragraph describing the safety rules you would follow when baby-sitting. What would you do to insure the safety of the child? Be sure to use complete sentences in your paragraph.

Students' paragraphs will vary. Some points that may be included are as follows:

- *Know the quickest route out of the house.*
- *Never leave a small child in a bath alone.*
- *Unused electrical outlets and electric light sockets should be capped. This way a child will not be able to put fingers or metal objects into the outlet or socket.*
- *Never leave a baby alone on a bed or on a change table. It takes only a second or two for a baby to turn and roll off.*
- *Keep sharp objects out of the reach of children.*
- *Keep polishes, drugs, detergents, and medications out of the reach of children.*
- *Keep plastic bags or wraps away from children.*
- *Never leave toys, or any other articles that may cause a child to trip, on the floor.*
- *Never allow a child to play while eating. It is easy to choke on food while eating and playing.*
- *Never allow a child to play physical games when tired. Accidents occur more frequently when children are tired.*
- *Children should be supervised at all times.*

Section 3: Personal Wellness

Key Concepts

- illness/wellness continuum
- relationship between life-style and health
- infectious and chronic diseases
- myths and pseudo cures
- disabilities

Section 3 stresses that it is important for students to take time for themselves. The students are made aware of the necessity of keeping their bodies in balance. This section also focuses on disabilities and diseases, and their causes, symptoms, and treatments.

The section will help students realize that taking time for themselves helps them to keep the diseases and illnesses in their lives in perspective.

Teaching Suggestions

In this section you could do many interesting things with your class. Here are some possibilities that you may wish to explore.

You could encourage your students to get involved in volunteer work. This could mean visiting a hospital or nursing home to talk with the patients. If this is not possible in your area, perhaps there are other institutions that may lend themselves well to volunteer work.

Another possibility would be to have your students volunteer their services to the Easter Seal campaign, a mail out campaign which usually occurs in March. Students may be interested in becoming involved with processing requests for contributions to the Easter Seal campaign.

You may discuss with your students the possibility of raising money for a charity. This could be in the form of a bottle drive or dance-a-thon, or the students could collect pledges.

If you have access to a health clinic, a hospital, or any medical personnel, have a doctor or nurse visit your classroom and discuss any section topics of interest to your students. Students may also be interested in stress-reduction techniques.

Section 3: Activity 1

List four things that you like about yourself or about where you are headed.

Some possible answers are

- *I like where I live.*
- *I like my hair colour.*
- *I like that I'm learning how to ski.*
- *I like my sense of humour.*

Student answers will vary. Using the technique of direct group discussion would be a positive way to debrief this question.

Section 3: Activity 2

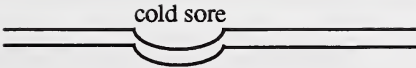
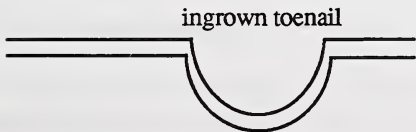
1. a. Draw a road to represent your health over the past week or month.

The students' roads will vary, depending on their recent states of health.

- b. Did you have any illnesses or conditions that slowed you down? If yes, please indicate what those conditions were.

Students may answer that they were affected by a cough, a headache, bronchitis, and so on. Student answers will vary. Discuss responses with your students.

- c. Now draw a road for each of the people in your family to represent their health over the past week or month. Two examples are provided for you.

Family Member	Road
mother	
sister	

Roads will vary depending on the health of the students' families.

2. Look at your own behaviours, and think about the influence your behaviours have on your health and wellness.

Using the following chart, rate your behaviour for each of the life-style choices in the left-hand column. Is your personal behaviour for each life-style choice having a super-positive (10) or a super-negative (1) effect on your health? Or are you somewhere in between? Circle the number that shows how your behaviour rates on the continuum.

Behaviour	Continuum										
Not Smoking	1	2	3	4	5	6	7	8	9	10	(I don't smoke.)
Not Using Alcohol	1	2	3	4	5	6	7	8	9	10	(I drink a little.)
Eating a Balanced Diet	1	2	3	4	5	6	7	8	9	10	(I eat well.)
Staying Fit	1	2	3	4	5	6	7	8	9	10	(I play a lot of sports.)
Managing Stress	1	2	3	4	5	6	7	8	9	10	(I worry too much.)
Wearing Seat Belts	1	2	3	4	5	6	7	8	9	10	(I always do.)
Playing Safely	1	2	3	4	5	6	7	8	9	10	(You bet!)
Exercising	1	2	3	4	5	6	7	8	9	10	(I could do better.)
Getting Enough Sleep	1	2	3	4	5	6	7	8	9	10	(I sleep until noon on weekends!)
Flossing Teeth	1	2	3	4	5	6	7	8	9	10	(I never floss.)
Having Regular Medicals	1	2	3	4	5	6	7	8	9	10	(I haven't had a medical in years.)
Keeping Clean	1	2	3	4	5	6	7	8	9	10	(I shower daily.)
Relaxing	1	2	3	4	5	6	7	8	9	10	(I don't relax enough.)

The sample chart is just an example. Student answers will vary. Discuss their life-style choices with them. They may make comments similar to the ones in the brackets. Ask if they want to make any changes.

Section 3: Activity 3

1. Talk with your parent or guardian to learn about your immunization history. Then list the diseases that you have been immunized against.

Student answers may vary, but most students are immunized against diphtheria, tetanus, polio, mumps, and rubella.

2. Complete the following charts.

Influenza (Flu)

Cause: *virus*

Symptoms: *fever, nausea, headache, sore joints, runny nose*

Treatment: rest, fluids, sometimes medication

Prevention: Avoid people who have the flu.

Common Cold

Cause: *virus*

Symptoms: runny nose, sore throat, sore eyes, headache

Treatment: rest, fluids, sometimes medication

Prevention: *Avoid people with colds.*

3. Define the following terms in your own words.

a. Common cold

A cold is an infectious disease that is caused by many different viruses. A cold is contagious and can last for five to seven days.

b. Pneumonia

Pneumonia is an illness where the lungs are infected, thereby reducing the amount of oxygen available to the body.

c. Influenza

Influenza is a disease caused by a virus. Its symptoms include headaches, weakness, fever, aches, and pains.

d. Chicken pox

Chicken pox is usually a childhood disease that is characterized by red spots that change into small blisters which burst and then heal. Scarring will occur if the blisters are scratched and in turn become infected.

e. Measles

Measles is usually a childhood disease characterized by a red rash and aches. Adults who contract measles can become seriously ill.

Teaching Suggestions

There are probably many useful teaching resources in your community. Contact your local health units, doctors' offices, or pharmacies for a variety of brochures on diseases and illnesses. Some school and public libraries also stock these pamphlets in their vertical files.

You may also choose some illnesses and diseases – infectious, congenital, or chronic – that interest your students, and then have students research the topics and show recent discoveries that relate to the disease.

You may have your students research careers in the medical and health professions and make presentations to the class.

4. Use the information on page 120 of your textbook to help you learn more about chronic diseases. Then complete the following activity.

Arthritis

Characteristics: *swelling, pain that affects the joints*

Method of Detection: *X rays, examinations, lab tests*

Possible Cause: not yet determined

Control/Treatment: *drugs to control pain and reduce swelling*

Prevention: unknown at this time

Support Agency: Contact your local health unit or the
Arthritis Society:

#301 1301 Eight Street S. W.
Calgary, Alberta
T2R 1B7

Phone 1-800-332-1316 (toll free number)

Diabetes

Characteristics: excessive thirst and urination, weight loss with an increased appetite

Method of Detection: medical examinations, lab test of blood sugar levels

Possible Cause: *body lacks the hormone, insulin, and cannot control level of sugar in blood*

Control/Treatment: *insulin injections, pills, well-balanced diet*

Prevention: unknown at this time

Support Agency: Contact your local health unit or the Canadian Diabetes Association:

#305 10240 – 124 Street
Edmonton, Alberta
T5N 1P7

Phone 482-2307

Multiple Sclerosis

Characteristics: *begins in early adulthood; victims feel ill, then fine, then ill; scars form on nerves; affects eyesight, speech, and use of limbs*

Method of Detection: laboratory tests

Possible Cause: uncertain

Control/Treatment: medication, but condition gradually declines

Prevention: unknown at this time

Support Agency: Contact your local health unit or the Multiple Sclerosis Society of Canada

11203 – 70 Street
Edmonton, Alberta
T5B 1T1

Phone 471-3313

Teaching Suggestion

If several of your students are interested in researching any of these diseases, they might investigate the myths and pseudo cures.

Section 3: Activity 4

1. Complete the following charts.

Acne

Cause: *bacteria, glands are blocked by overproduction of oil*

Symptoms: *outbreaks of sores on skin, whiteheads, blackheads, red swellings*

Treatment: *medicated soap, creams, and lotions; prescribed pills; avoid using make-up*

Prevention: Acne is not always preventable. Keep skin free of oil and dirt.

Asthma

Cause: *any of a number of allergens – dust, mold, foods, pollens, drugs, smog, animal hair*

Symptoms: *difficulty breathing*

Treatment: medication, rest, inhalant

Prevention: Avoid substances that cause asthmatic symptoms. Reduce stress and anxiety.

Tooth and Gum Disease




Cause: *bacteria, sticky and sugary foods, neglecting to floss or brush teeth*

Symptoms: *cavities, pain, toothache*

Treatment: *professional dental treatment, medication, fluoride treatment*

Prevention: *Brush and floss teeth daily, visit the dentist regularly, and avoid sticky or sugary foods.*

2. For each of the following situations, define or explain the problem, and suggest a possible treatment.

Situation	Explanation	Treatment
<p>Frostbite</p> 	<p><i>Frostbite is frozen skin that looks white and feels hard.</i></p>	<p><i>Prevent frostbite by dressing appropriately for cold weather. Apply slow heat to the frostbitten area, either by wrapping skin in a blanket or by using another part of the body – placing frozen fingers between the thighs, for example. If the condition is severe, see a doctor.</i></p>
<p>Sprain</p> 	<p><i>A sprain occurs when ligaments (the tissues that hold bones together at the joints) are torn or stretched.</i></p>	<p><i>Elevate the sprained body part and rest. An ice pack may be applied to reduce swelling.</i></p>
<p>Muscle Cramps</p> 	<p><i>Muscle cramps are locked muscles.</i></p>	<p><i>Gently massage cramped area. If the cramp is in the leg, push the heel down, and rub the leg.</i></p>

3. Complete the following “Allergy Word Find” puzzle. The words on the left are allergies which can be found in the puzzle. They may be spelled horizontally, vertically, diagonally, forwards, or backwards. Some letters may be used more than once. Circle the words when you find them.

Allergy Word Find

asthma
hay fever
hives
eczema
insect stings



Section 3: Follow-Up Activities

Extra Help

1. Choose an infectious disease, and create a cartoon about a person who gets the disease on a trip. An example you might use is to have the person get the measles in the car while the family is travelling. You may want to use one or more boxes for your cartoon.

Student answers will vary. Look for examples of humour and factual information.

2. Match each of the definitions on the left with the correct term on the right. Write the letter of the term in the blank beside the appropriate definition.

<u> b </u>	an inflammation of the liver	a. mononucleosis
<u> c </u>	a superficial bump on the face; contagious disease	b. hepatitis
<u> d </u>	an infectious disease, usually affecting the lungs	c. impetigo
<u> a </u>	too many blood cells with single nuclei	d. tuberculosis
<u> j </u>	a fungus, usually between the toes	e. influenza
<u> e </u>	aches, fever, headaches, and weakness	f. warts
<u> i </u>	a blister that appears on the lips	g. canker
<u> f </u>	a bump that often appears on the hand or foot and is the result of a virus in the body	h. ingrown toenail
<u> k </u>	a pain in the head, sometimes caused by stress	i. cold sores
<u> g </u>	a sore in the mouth	j. athlete's foot
<u> h </u>	can be caused by an injury to one of the toes	k. headache

Enrichment

Part A

1. If there is a nursing home in your community, find out about working as a volunteer there. If possible, spend some time as a volunteer. While you are at the nursing home, speak with the patients. Many of them may have grandchildren your age and will enjoy your visits. You do not have to talk about their illnesses; just be a listening ear.

After you have visited the nursing home, write five things that you have learned about working as a volunteer with elderly people.

Student answers will vary. Some possible answers could include

- *gaining satisfaction and personal happiness from doing volunteer work*
- *developing a new appreciation for older people*
- *learning about other people and about the patients' illnesses*
- *learning about individual interests, skills, abilities, and values*
- *gaining experience that could lead to part-time work or provide some insight into career planning*

Part B

2. Choose any of the chronic diseases mentioned in this section or in your textbook. Try to find additional information about the disease by researching library books and encyclopedias or by going to the local health office. Once you have done your research, write about your findings. You may want to include information about how long the disease lasts, what symptoms to watch for, cures and treatments, support groups, whether or not the disease is life threatening, or anything else that may be of interest.

The students can research and write on any of the chronic diseases discussed in this section or the textbook, such as arthritis, diabetes, or multiple sclerosis. Other chronic diseases that could be options for research include muscular dystrophy, cirrhosis, epilepsy, cancer, emphysema, cerebral palsy, or cardiovascular diseases.

If any students have family members suffering from chronic diseases, it may be too painful for those students to complete this question. Allow the students some choices.

Part C



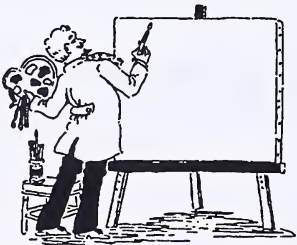
3. Ask two different adults the following questions:

What activities do you do just for your own personal satisfaction?

How often in one week do you set aside time to do those activities?

Why are these activities so important to you?

- a. Record the answers to the first two questions on the following chart. Some answers have been given as examples.

Adult	Date	Time	Activity
	May 4 May 6	8:00 p.m. to 8:30 p.m. 7:30 p.m. to 8:30 p.m.	walked 2 km in park listened to favourite tape
Adult A 	<p><i>Student answers and interview results will vary. Discuss the students' findings with them. Were they surprised by any of the adults' attitudes about taking time for themselves?</i></p>		
Adult B 			

- b. On the following pages, record your findings about the importance of the activities to each adult you interviewed.

Student answers and interview results will vary.

Section 3 Assignment

1. There is a relationship between life-style and health. Keeping this in mind, answer the following questions:

- a. Identify one type of behaviour that is having a positive effect on your health. Write the behaviour in the space provided on the response page, and then list three ways you can make sure that you keep following this behaviour or increasing its positive effect.

Student answers will vary. A possible example follows.

Positive Behavior – *daily exercise*

Three things I could do

- *Set up an exercise schedule.*
- *Find a friend to exercise with.*
- *To avoid boredom, participate in a variety of exercises.*

- b. Identify one type of behaviour that is having a negative effect on your health. Write the behaviour in the space provided on the response page, and then list three ways that you could make changes in this behaviour or reduce its negative effect.

Student answers will vary. The following is a possible example.

Negative Behavior – *not getting enough sleep*

Three things I could do

- *Go to bed earlier.*
- *Listen to relaxation tapes before going to bed.*
- *Rest during the day.*

2. a. What is a disability?

A disability is any condition or illness that makes daily living more challenging. A disability can be physical (paralysis), mental (retardation), or emotional (depression).

- b. If you had (have) a disability, what could (can) you do to maintain a positive outlook?

Answers are personal and will vary. Students may give both positive and negative responses.

- c. If one of your friends or family members was (is) experiencing a disability, what are three things you could (can) do to be of assistance to that person?

Student answers will vary but following are some ideas:

- *Be supportive; be a shoulder to lean on.*
- *Help provide care or transportation.*
- *Volunteer to take part in activities to raise funds or awareness.*

Section 4: Cleanliness

Key Concepts

- daily hygiene
- use of personal health-care products
- skin, hair, nail, and tooth disorders

In Section 4 the students will have an opportunity to examine the importance of personal cleanliness. Taking care of themselves in terms of daily hygiene helps to give students a renewed sense of confidence.

Advertising puts a lot of pressure on students to buy particular brands of health-care products. Students should be encouraged to make wise decisions and choices about these products. They should think about which products are best for them.

Teaching Suggestions

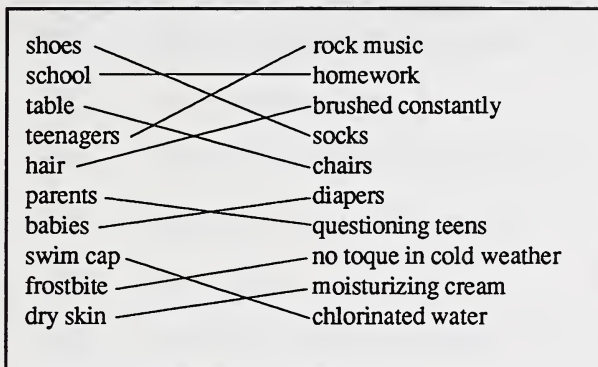
For this section on personal cleanliness, you may want students to create cartoons, design posters, or perform skits to demonstrate the importance of cleanliness.

You may plan a field trip to a local drug store or grocery store to examine the different health-care products that are available. Encourage the students to read the labels to discover what kinds of information may be found.

If some students are interested in the chemical compounds that appear on the labels of health-care products, you may encourage those students to do research projects on the chemicals.

Section 4: Activity 1

1. Match the words on the left with those on the right.



2. Here is a checklist for daily hygiene. See how you do.

Activity	Daily	Many Times Daily	Sometimes	Does Not Apply	When Applicable
Bathing (bath, shower, or sponge bath)	<p><i>Student answers will vary. Take time to discuss the students' answers, especially in those cases where responses show a lack of knowledge or possible problems with hygiene.</i></p>				
Using Deodorant					
Brushing and Flossing Teeth					
Caring For Hair <ul style="list-style-type: none"> • Washing • Brushing 					
Using Sanitary Washroom Procedures (Girls, this includes correct care of menstrual supplies.)					
Attending to Skin Problems (acne or dry skin)					
Using an Individual Drinking Cup					

3. Match the information in the left-hand column with the body parts in the right-hand column. Write the name of the body part on the line next to the statement. Some names are used twice.

<u>nails</u>	cut straight across or slightly rounded	skin
<u>teeth</u>	need to be flossed daily	hair
<u>skin</u>	has outer layer of cells called melanocytes	teeth
<u>hair</u>	classified as either terminal or vellus	gums
<u>nails</u>	made of keratin	nails
<u>skin</u>	susceptible to sunburn or frostbite	
<u>gums</u>	sometimes swell because of gingivitis	
<u>hair</u>	colour determined by the type of pigment in the shaft	

Section 4: Activity 2

1. Have you needed to buy any of these items of clothing lately? Answer Yes or No, and indicate approximately how much time you spent trying to find any one of these items the last time you were shopping.

Clothing	Yes/No	Time Spent Shopping
Jeans	<i>Students' answers will vary, but students should realize that shopping for clothing often takes a lot of time.</i>	
Shoes		
Shorts		
Socks		

2. Now, find three pictures of your favourite items of clothing. If you have a catalogue, select your ideal outfit. Cut the pictures out, and paste them in the following space. If you have a flair for design, why not draw your ideal outfit?

Students' ideal outfits will vary. Some may choose casual jeans and a sweatshirt. Others will choose dressy clothes with classy accessories, such as ties, scarves, jewellery, and shoes. Students may chose their outfits from catalogues and fashion magazines, or they may draw their outfits.

3. List three things that you could do to help your clothes last longer.

To help clothes last longer, you can

- *keep them clean*
- *hang them up or fold them and put them away*
- *wear clothes that are appropriate for the activities in which you participate. (For example, wear older clothes for gardening, athletic wear for playing sports, and nicer clothes for school.)*

Section 4: Activity 3

1. Go to the area in your house where the personal hygiene products are kept. Read what is on the labels of some of these products. List the ingredients in the order that they appear on the label.

Student answers will vary, depending on the labels they look at. Following are some examples.

- a. deodorant

aluminum zirconium tetrachlorohydrate glycine 23% w/w

- b. soap

No ingredients are listed.

- c. shampoo

water, ammonium lauryl sulphate, sodium laureth sulphate, cocamide DEA, propylene glycol, fragrance, citric acid, methyl puralon, propyl paraben, aloe vera extract – FDC Blue #1, FDC - yellow #5, hydrolized animal protein, Vitamin E, A, D

- d. another brand of shampoo

deionized water, sodium laureth sulphate, sodium lauryl sulphate, cocamide DEA, hydrolyzed soyprotein, tetrasodium EDTA, sodium styrene/acrylate, dirrinybenzene copolymer, papaya extract, tocopheryl acetate (Vitamin E), lecithin, kelp extract, chamomile extract, rosemary extract, aloe extract, ginseng extract, retinyl palmitate (Vitamin A), quaternium 15, citric acid methylparaben, fragrance, FD and C Yellow #6

- e. toothpaste

sodium fluoride 0.243%

2. Why do people sweat?

People sweat to cool their bodies.

3. What is the difference between a deodorant and an antiperspirant?

A deodorant is a hygiene product containing substance that destroys bacteria which cause odour. An antiperspirant is a product containing a chemical that reduces some sweating.

Section 4: Follow-Up Activities

Extra Help

1. What is missing? There is one step that needs to go in the middle, between each of the two sets of pictures. Fill in the missing steps.



Take a shower and use deodorant.





Wash your hands.



Wash your hands.



Answers may vary slightly.

2. Make a chart of all the personal hygiene activities that you do in one day. Indicate the time you do each activity and why the activity is important to you. See the example provided for you.

Time	Activity	Importance to Me
7:00 a.m.	brush hair	makes me look good, gets the tangles out
7:15 a. m.	shower	gets rid of body odour, keeps me clean
7:30 a. m.	brush teeth	freshens breath, stimulates gums
7:50 a. m.	wash hands	gets rid of germs, bacteria, and dirt
10:00 a. m.	brush hair	makes me look good

Individual activities and times will vary.

Enrichment

Part A

1. Create a cartoon centred around personal hygiene. Decide what message you want people to get from reading the cartoon. Do you want them to brush their teeth? wash their hair? comb their hair? wash their smelly feet? You may use as many frames as you wish for your cartoon.

Individual artwork, messages, and symbols will vary greatly. The cartoons should be examined and discussed for their relevancy to the concept of personal hygiene. Are the students' ideas being communicated well?

Part B

2. Choose one of your own personal grooming products, and then go to a store to find another brand of this type of product. Compare the labels of each brand, noting the ingredients listed. Determine the cost of each brand, rating which is the more expensive. Examine the packaging, paying particular attention to the quantity. How much of each product are you supposed to use? As you are doing this activity, think about whether you are pleased with the item you are presently using, or if you want to change brands.

Item	Ingredients (list in order)	Cost	Packaging	Amount That Is Used
Brand I Use Now	<i>The students' answers will vary depending on the product chosen, the brands used, and the choice of second brands.</i>			
My Second Brand Choice				

In your opinion, which brand is the better buy?

You could discuss the facts the students gathered and their decisions on the better buys. Question why the students made the choices they did.

Section 4 Assignment

1. Congratulations! You have been asked to write a “Dear Abby” personal-advice column for your school newspaper.

One day you receive the following letter. You now reply in letter form – giving as much advice as you can. Use the information presented in this section along with your best communication, decision-making, and self-esteem ideas from the other modules in the course.

Dear _____:

(Enter your name)

I have a best friend that I have known ever since Grade 2. We spend a lot of time together – going to movies, hanging out – that kind of stuff. There used to be no problems, but since we got to junior high and started – you know – changing, there has been a big problem.

I don’t think my friend realizes that there is a real need to think about things like sweating and personal cleanliness, and quite frankly my friend looks terrible and. . . stinks!

How can I tell my friend without causing hurt feelings? What types of advice would be helpful? What pieces of information should I share?

I’d appreciate any help you could give me.

Yours truly,
Worried Friend

Students will respond in very unique ways, but for evaluation consider the following:

- *Answers should be in a newspaper letter format.*
 - *Students’ replies should include factual ideas about cleanliness as found in Section 4 (regular bathing or showering, use of a deodorant or antiperspirant, washing and brushing hair, wearing clean clothes, and brushing and flossing teeth).*
 - *Some reference should be made to communication, self-esteem, empathy, and so on.*
2. a. List three reasons why people use health-care products.

People use health-care products for some of the following reasons:

- *to keep clean*
- *to look good*
- *to eliminate body odour*

- b. Find one example of an advertisement for a typical health-care product (shampoo, soap, make-up, etc.) from a newspaper, magazine, television, or radio. In the space provided write the name and type of product that is being advertised. Then list the claims that the words and pictures of the advertisement make about that product.

Answers will vary depending on the product chosen. The following examples will serve as a general guide.

Name and type of product: *X Brand shampoo*

Claims advertisement makes about the product

Some shampoos claim to

- *soften hair*
- *brighten hair*
- *make hair bouncier*
- *get you lots of dates and friends*

Section 5: Drug Use and Abuse

Key Concepts

- definitions of drug, drug use, and drug abuse
- similarities among types of drug use
- drug effects
- reliable sources of information
- factors affecting non-medical drug decisions
- risks

As students work through this section, they will gain increased knowledge and understanding of many types of drugs and their effects. Students will learn the difference between drug use and drug abuse. Students will become aware that drug abuse affects not only them, but their families, their friends, and other members of society. This section also emphasizes that, regardless of the type of drug taken (prescription or over-the-counter), the directions should be followed carefully.

By using the decision-making model, students will be able to make wise choices and decisions about drug use. This allows students to be in control of their lives and to care for their bodies wisely.

Teaching Suggestions

You may take advantage of local resource people who are well informed about drugs. These may be members of the RCMP, AADAC, or Alcoholics Anonymous. Using these people as guest speakers is an excellent way to bring drug information to your students.

Some excellent drug resources are available from AADAC. AADAC has an abundance of resources aimed at drug education and prevention.

A federal publication, *Straight Facts About Drugs and Drug Abuse*, (Minister of National Health and Welfare. ISBN 0-662-17558-1, Catalogue # H39-65/1990E. Minister of Supply and Services, 1990.) covers questions about drugs and drug abuse, accurate drug information, the facts about what drugs are, the reasons why people become involved with drugs, and what effects drugs can have on people's lives.

Section 5: Activity 1**1. Define the following terms.****a. Drugs**

Drugs are substances that are taken to change how the mind or the body works.

b. Drug abuse

Drug abuse occurs when drugs are used incorrectly – too much for too long a period, for the wrong reason, or in the wrong combination.

c. Prescription drugs

Prescription drugs are prescribed by a doctor to treat a particular illness, for example, penicillin and antibiotics.













d. Over-the-counter drugs

Over-the-counter drugs are drugs that are purchased without a doctor's written consent, for example, cough and cold remedies.

e. Illegal drugs

Illegal drugs are drugs that are against the law, for example, marijuana and heroin.

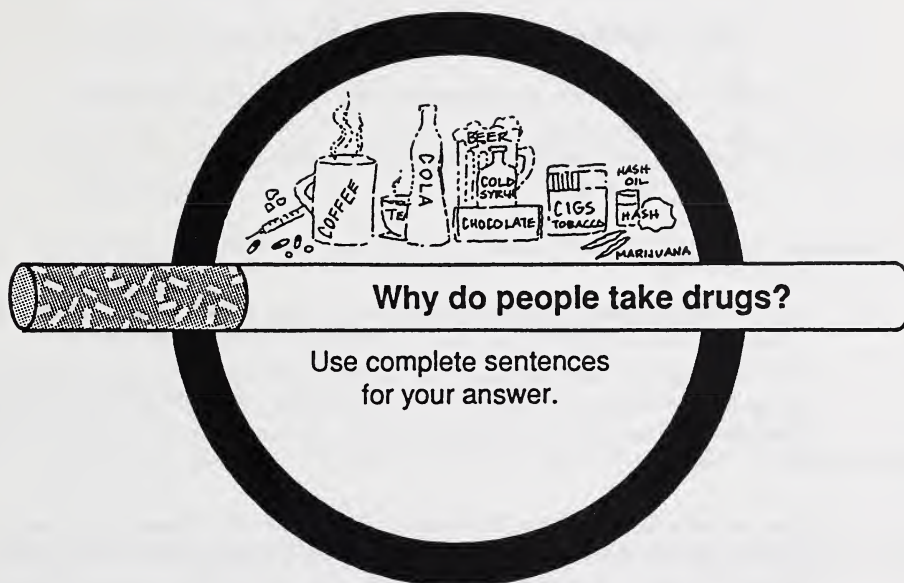
2. Which of the following are drugs? Put an X in the appropriate box.

			
<input type="checkbox"/> Yes Colas <input type="checkbox"/> No	<input type="checkbox"/> Yes Cold Remedies <input type="checkbox"/> No	<input type="checkbox"/> Yes Throat Lozenges <input type="checkbox"/> No	<input type="checkbox"/> Yes Nail Polish Remover <input type="checkbox"/> No
			
<input type="checkbox"/> Yes Coffee/Tea <input type="checkbox"/> No	<input type="checkbox"/> Yes Tobacco <input type="checkbox"/> No	<input type="checkbox"/> Yes Chocolate Bar <input type="checkbox"/> No	<input type="checkbox"/> Yes Paint Thinner <input type="checkbox"/> No
			
<input type="checkbox"/> Yes Gum <input type="checkbox"/> No	<input type="checkbox"/> Yes Sleeping Pills <input type="checkbox"/> No	<input type="checkbox"/> Yes Glue <input type="checkbox"/> No	<input type="checkbox"/> Yes Lighter Fluid <input type="checkbox"/> No

The only picture that should have the no box checked is the picture of the chewing gum. You may indicate to students that the chocolate in the chocolate bar contains caffeine which stimulates the central nervous system. Other products which contain caffeine include tea, coffee, cola drinks, and cocoa.

Part A

3.



Students' answers will vary, but some reasons why people take drugs may include curiosity, peer pressure, a desire to fit in with friends, a desire to escape from problems, and a desire to overcome illness.

4. Following is a list of factors that might affect a person's decision to use drugs. In the space provided before each factor write the letter P if you think it is a personal factor. Write the letter E if you think it is an environmental factor. Some factors may be both personal and environmental.

- a. P need for relaxation
- b. E society's acceptance
- c. P curiosity
- d. E ceremonies
- e. P, E life-style choices
- f. E accessibility of drugs
- g. P, E nothing else to do
- h. P, E quality of drug information available

- i. E peer influence
- j. P dependence on drugs
- k. P habits
- l. E television
- m. P self-concept
- n. P social skills

Part B

5. There are always reasons why people take drugs. What caused James to take drugs?

James had a stressful home situation. His father, whom James cared for and loved very much, was not living at home. His mother was taking evening classes, and James had the added responsibility of caring for his younger brother, Warren, while their mother was attending night school.

James was also facing some peer pressure. His teacher made comments about how well he played his drums. She allowed him to look after the T-shirts for the assembly, and he got to distribute the music notes to the other students. His friend, Toby, made reference to teacher's comments and teased James about being good in music. James also felt pressure from Toby and his friends to drink the coolers. Comments like, "Beer – no big deal" and "It can't hurt a thing" were made.

6. How might James have said "no" to the friends who offered him the coolers?

Students' answers will vary, but James could have made up an excuse about having something else to do. For example, he could have said, "I'm not feeling well" or "I have to go because I have to meet my friend in a couple of minutes" or "I am allergic to that stuff" or "I am going to the mall. Do you want to come along?"

The students' answers may be more direct, such as having James say "No thank you!" They could also include "I'll pass" or "No, it's not good for me" or "No, I would rather stay healthy" or just "No way!"

7. What have you learned from the video?

Again, students' answers will vary. Some possible responses are as follows:

- *In order to be cool and to have friends, I do not need to take drugs.*
- *I am my own person, and I will not take drugs just to be a part of the group.*
- *If you have confidence in yourself, you can make the right choice about drugs, as did James in the video.*
- *After he turned down the opportunity to continue with drugs, James felt better about himself.*
- *Drugs can cause many problems. In this case, lives could have been lost.*

Section 5: Activity 2

Note: The answers to question 1 to 4 will vary according to the drug chosen. The answers given are examples only.

1. Name the medicine and list the ingredients in the order they appear on the label of the medicine.

AnacinTM (325 mg tablet) – acetylsalicylic acid, 32 mg caffeine, also contains gluten

2. Now write down the recommended dosage of this medicine. How much should be taken? Who should take it? How long should it be taken?

The instructions say the following: Adult 1 or 2 tablets with water. Repeat dosage after 4 hours if necessary. Maximum dosage daily – 12 tablets.

3. Look closely at the label on the medicine to see if any side effects are indicated. Does the label say if there is anyone who should not take this medicine? Are there any harmful effects that a person should watch for? Write what the label says to answer these questions.

Do not use for more than five consecutive days or exceed recommended dosage as it is hazardous.

4. Would you ever take this drug? If yes, why? If no, why not?

The answers will vary to this question. Students may answer that they would take the drug to help relieve pain, an upset stomach, indigestion, heartburn, cold symptoms, or irregularity and constipation. Students could respond that they would not take the drug if a physician recommended that they not take the drug or if they were pregnant or nursing. Point out that many drugs are not intended for children.

5. a. According to your textbook, what are some of the desirable effects of drugs?

Some desirable effects for which drugs may be taken are

- *to fight disease*
- *to relieve symptoms*
- *to replace missing substances that the body needs*

- b. The textbook also describes some side effects of drugs. What is meant by the term *side effects*?

Side effects are the secondary and usually negative effects that result in addition to the desired effect.

- c. Give two examples of negative side effects.

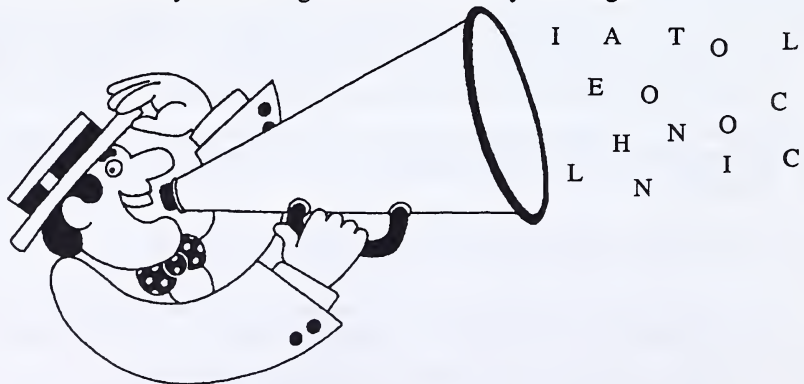
Negative side effects could include drowsiness, allergic reactions, or physical and psychological dependence.

- d. Why do you think people would take a drug even though they know it might have negative side effects?

The drug's positive effects may outweigh the negative side effects. For example, people who are suffering great discomfort from a cold may take medication even though they know it will make them drowsy. Other answers are possible as well.

Section 5: Activity 3

1. Following are the names of the two most abused drugs. The letters that make up the names of the two drugs are all mixed together. See if you can solve the mystery and discover what these two drugs are. Check with your learning facilitator to see if you are right.



A alcohol N nicotine

2. List two habits that you have that you would like to stop. If you do not have any bad habits – lucky you – then list two common bad habits you know about.

Bad habits could include

- *chewing fingernails*
- *snacking before going to bed*
- *popping gum in class*
- *wasting time*

Students may come up with many more bad habits.

3. In a paragraph, discuss the reasons why some teenagers start smoking or using alcohol.

Following are some possible reasons why teenagers start smoking or using alcohol:

- *They feel more grown up, sophisticated, or mature using these substances.*
- *Their friends are using these substances (peer pressure).*
- *They use drugs for fun, for experimentation, for demonstrating their independence, or because of curiosity.*

Section 5: Activity 4

1. List three people or other sources of information you might consult.

Some suggested answers are as follows:

- *a friend who owns the item*
- *Consumer Magazine*
- *parents*

You may wish to discuss a full range of sources of information with the students.

2. Where in your community could you get accurate information about drugs of all kinds? The Alberta Alcohol and Drug Abuse Commission (AADAC) is one possible source. It is a Government of Alberta agency that provides drug and alcohol treatment, education, and information to people within the province. List other sources in the following space.

Other sources may be

- *doctors*
- *health unit*
- *counsellor (school or medical)*

A variety of answers are possible, but students should be made aware of where they can get information.

3. Add two more questions that should be asked before making a decision about using any drugs.

Students' answers will vary. Some students may question their values. They may question their independence, their responsible behaviour in relation to drug use, or their emotional pressures.

4. Throughout this course you have learned about the importance of using the decision-making process to assist you in making decisions. Read Gillian's situation and help her make a decision.

Case Study: Gillian

Gillian just wants to be part of the group. She is new to a small community, and it seems that everyone already has all the friends they want. Gillian just doesn't fit in. She talks to some of the kids at the hangouts in town, but she cannot seem to establish any long-term relationships with any of the kids.

Gillian is getting desperate. The really cool kids seem to have a lot of people around them, and they are the kids that use drugs. Gillian does not know anything about drugs. She is, however, thinking about trying some drugs and hoping that it will win her some friends.



The following are suggested answers for each of the decision-making steps. Student answers may vary.

Identify and understand Gillian's problem.

(What does Gillian need to decide?)

Gillian is thinking about taking drugs to gain friends.

Get information.

(List three possible choices.)

- *Gillian could experiment with drugs.*
- *Gillian could choose not to try drugs.*
- *Gillian could look for friends who are not taking drugs and who share her interests.*

Consider all the alternatives.

(List the pros and cons of each choice.)

Choice A

Pro: Gillian could gain some friends.

Pro: Gillian could fit into the group, and this may help to improve her self-concept.

Con: Gillian could end up with short-term relationships.

Con: Gillian could end up with a police record if caught with drugs.

Choice B

Pro: Gillian will not have a police record.

Pro: There are no health risks involved.

Con: Gillian will still feel lonely.

Con: Gillian will not be a part of the group of really cool kids.

Choice C

Pro: There are no health risks or police records to worry about.

Pro: Gillian could meet friends that are interesting and that allow her to expand her horizons.

Con: It may take Gillian some time to find another group of friends.

Con: Gillian will not have friends from that particular group.

Make a decision.

(What do you think Gillian should decide to do?)

Gillian has decided to look for friends who are not into drugs and who share common interests with her.

Decide on a plan of action.

(What do you think Gillian should do to carry out this decision?)

Gillian will have to go places to meet people. This may include participating on sport teams, attending hobby clubs, and being a part of volunteer groups. She will try to meet people in these groups by being friendly and by being a good listener.

Be responsible for your decision.

(Gillian must accept the consequences of her decision, whether they are bad or good. List the possible good and bad consequences of the decision.)

Gillian realizes that being cool is not that important. She is interested in genuine, long-term relationships with friends. She believes that by following her decided plan of action, she will have the kinds of friends she wants.

Carry out your plan of action.

(Once Gillian has decided on the steps necessary to successfully complete her decision, she actually has to put those steps into practice. How do you think Gillian could carry out her plan of action?)

Gillian has participated in basketball and baseball. She has joined the ski club and has volunteered to read to the blind.

Evaluate your decision and plan.

(Do you think your plan of action for Gillian will work? Explain.)

Gillian is convinced that her plan of action will work. Her way to make new friends does not involve the possibility of breaking the law or risking her health. She has expanded her interests and hobbies and has learned new skills. With all of these new interests and skills Gillian will be able to enjoy life more.

Change the decision or make the same decision again.

(Depending on the evaluation, Gillian can either continue with her plan of action, or go back to one of the other possible choices. What do you think Gillian should do?)

Gillian will make the same decision again.

Section 5: Activity 5

1. How does each person feel about drugs?

a. Jack

He thinks drugs can be used to reduce pain. He sees drugs in a positive light.

b. George

He is scared and worried and wishes he knew how to help his mother. He obviously knows that alcohol is a drug. He may be ashamed to get help for his mother.

c. Jena

She does not view the nicotine in cigarettes as being a stimulant that makes one feel up or more energetic.

d. Pam

Pam does not realize that using another person's prescription drugs can be harmful and is not recommended.

2. Were you surprised to see stories about smoking, cough medicine, and beer in a section about drug use and abuse? Explain.

Student answers will vary. Most will be surprised because they only think of illegal drugs, such as marijuana, crack, cocaine, heroin, PCP, Psilocylin, hash oil, and so on when they think about drug abuse.

3. a. Based on your reading, determine which of the case studies were examples of drug abuse. Put a check mark (✓) beside the name of each individual who was involved in a drug abuse situation.

_____ Jack

✓ George

✓ Jena

✓ Pam

- b. Why did you choose the case studies that you did?

Answers will vary. Look for explanations about overusing drugs, endangering health, and misusing drugs.

4. Based on your reading of the case studies and on your personal feelings, when do you think that using drugs would be acceptable?

Student answers will vary, but times when drug use would be warranted might be when a doctor recommends it to stop pain, to cure disease or illness, or to replace substances that the body needs.

Section 5: Follow-Up Activities

Extra Help

1. Mark each statement about drugs as being either true (T) or false (F).

a. F All drugs are harmful and illegal.

b. T Alcohol is a drug.

c. T An overdose of drugs can cause damage to the body and the mind.

d. F Stimulants are drugs that cause people to see things differently than what is real.

e. F Heroin is a very dangerous depressant.

f. T Marijuana is an illegal drug.

- g. T Cough syrup may be either a prescription or an over-the-counter drug.
- h. F Nicotine and caffeine are often not believed to be drugs.
- i. T Drug abuse means using a drug for the wrong reason.
- j. T Some people use drugs to be accepted by their friends.
2. One task that may not be done very often is checking whether any prescription drugs in your house are outdated. Along with an adult, look in your medicine chest to see if there are any outdated drugs.

Name of Drug	Expiry Date
<i>Contac TM</i>	<i>no expiry date</i>
<i>Delsym TM</i>	<i>expires June, 1991</i>
<i>Tylenol TM</i>	<i>expires November, 1991</i>

Answers will vary. The preceding chart is only an example. The students can list either over-the-counter drugs or prescription drugs.

Enrichment

Part A

- Using the information from the charts that you have completed in this section, plus any additional information you can gather from a school library, community library, or any other source, create a poster about any content material you learned in this section that you feel is important. The content material can be about certain types of drugs, drug abuse, how to resist pressures, making decisions, or any other topic about drugs. Add colour, sketches, or pictures to your poster to make it eye appealing.

If you can, ask for permission to put your poster up somewhere in a school or in your community.

Students will come up with a wide range of ideas. Encourage them to be as creative as possible. Stress that their posters be eye-catching and that they use colour, sketches, and pictures.

If you have magazines, newspapers, and journals available, perhaps you could allow the students to use them.

Before you start this activity, you may wish to discuss with the students possible topics relating to drugs that they may choose for their posters.

Part B

2. Create a bulletin board display of the latest information about drug and alcohol use and abuse. Include pamphlets, posters, magazine articles, clippings from newspapers, or any other appropriate materials you can find to make your display informative.

To obtain information about drugs and alcohol, visit your local AADAC office. If this is not possible, contact some of the agencies whose addresses and phone numbers were listed earlier in this section.

You can make a central bulletin board area available to the students for this display. Encourage students to be creative in their displays. Besides using pamphlets, posters, magazine articles, and clippings from newspapers, have the students create visually strong titles or banners to highlight the display.

Section 5 Assignment

1. A father is trying to convince his teenage son to stop smoking. In a paragraph, describe what the father might be saying to the son to encourage him to quit.

The paragraph will vary from student to student. Some possibilities of what the father might say to the son are as follows:

- *Nicotine, which is a main ingredient in tobacco, is a drug that restricts the body's blood circulation.*
- *Inhaled smoke destroys the cilia.*
- *Smoking makes the lungs less efficient.*
- *Smoking because you want to fit in or because it makes you feel grown up are poor reasons to smoke since smoking is a hazard to your health.*
- *There is a possibility of developing a dependence on the nicotine in cigarettes.*
- *Smoking is a costly habit.*
- *Smoke pollutes the air.*
- *It is legal to smoke, but not safe.*
- *There are no advantages to smoking for you or for anyone around you.*
- *Smoking can hamper your freedom because many places are smoke-free environments.*

2. Define the following terms:

a. Drug tolerance

Drug tolerance is the condition that develops when the body needs more and more of a drug to get a particular effect.

b. Drug abuse

Drug abuse means taking a drug for a reason other than that for which it is meant – too much, too long, wrong use, wrong combination, wrong drug.

Select the best possible answer and place the appropriate letter in the space provided on the response page.

 B 3. These drugs affect a person's perception and distort the senses of seeing, hearing, and smelling.

- A. stimulants
- B. hallucinogens
- C. narcotics
- D. tranquilizers

 D 4. This group of drugs is used to increase alertness and endurance. People use them to stay awake for long periods of time.

- A. cannabis
- B. barbiturates
- C. tranquilizers
- D. stimulants

 A 5. These drugs relieve pain and makes a person sleepy.

- A. narcotics
- B. hallucinogens
- C. tranquilizers
- D. stimulants

 C 6. This group of drugs produces a calm state of well being.

- A. barbiturates
- B. narcotics
- C. tranquilizers
- D. cannabis



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only as a complete set.

